DOCUMENT RESUME

ED 368 909 CE 066 130

AUTHOR Smith, Clifton L.; Ruhland, Sheila K.
TITLE Planning for International Business Programs: The Resources, Concepts, Strategies, and Practices.
PUB DATE 25 Apr 94
NOTE 17p.; Paper presented at a Meeting of the National Association of Small Business International Trade Educators (Omaha, NE, April 25, 1994).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Business; *Business Education; Community Colleges; *Curriculum Development; Educational Resources; *International Trade; Marketing; *Program Development; Program Implementation; Staff Development; Two Year Colleges

ABSTRACT

Many community colleges offer international courses and programs designed to provide students with the perspective, skills, and competencies needed to function effectively in domestic and international, private and public sector organizations. Building the international business program can take several years. As courses are developed, it should be kept in mind how the course could be adapted for seminars or short-course format to satisfy continuing education needs within the business community. Curriculum development involves identifying topics to be presented, how the teacher plans to deliver the content, and how to monitor the instruction. Preparing to teach requires the greatest amount of time and commitment during the first few months of a new course. Effective instructors are vital to a successful educational program and should possess technical and professional competency. (The four-page paper is followed by sample outlines for these courses: International Business, International Trade Documents, International Transportation and Distribution, International Marketing, International Trade Finance, and World Culture and Geography for International Business. Each outline includes a course description, objectives, course outline by topic, and list of related resources to assist with curriculum development. An additional resource list includes state government agencies, international organizations and private sectors, federal government agencies, and periodicals to assist the teacher in development of international business courses.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 368 909

PLANNING FOR INTERNATIONAL BUSINESS PROGRAMS
THE RESOURCES, CONCEPTS, STRATEGIES, AND PRACTICES

Presented by

Clifton L. Smith
Associate Professor
Department of Occupational Studies
University of Georgia
Athens, GA 30677

Sheila K. Ruhland
Assistant Professor
Department of Practical Arts Vocational Technical Education
University of Missouri-Columbia
Columbia, MO 65211

Presented to

National Association of Small Business
International Trade Educators

Omaha, Nebraska
April 25, 1994

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S Ruhland

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 066 130

PLANNING FOR INTERNATIONAL BUSINESS PROGRAMS
THE RESOURCES, CONCEPTS, STRATEGIES, AND PRACTICES

Overview

The rapid globalization of the United States economy has created new challenges for both the business and academic communities. Today's world is a global community, where significant social, political, technological, and economic changes are becoming more intricately intertwined, interrelated, and interdependent. Unless the United States does something to compete in a worldwide marketing economy, we will not be able to respond quickly to changing situations, and to have the flexibility to change direction in the scene of global competition (Bowsher, 1989).

To compete in the global marketplace, focused education and retraining of both management and labor is needed to prepare companies for today's competitive world. International business courses were traditionally regarded as primarily upper divisional courses at the four-year and graduate institutions of education, but current industry needs have changed this tradition. Increasingly, community, technical, and junior colleges are becoming involved in education and training for today's global economy. These institutions have embarked on a period of research toward defining an appropriate role for themselves in international trade education. Thus the increase in courses and two-year international business associate degree programs being developed nationwide.

Today's students, who are tomorrow's workers, must be prepared for a global business environment. Carnevale (1991) stated "in a robust global market, the possibilities for economic expansion are impressive. The potential demand for goods and services in the world economy is vastly greater than current production levels." Globalization has helped change competitive standards in ways that do not play exclusively to our strengths. Almost all of our future growth of our small and medium-sized businesses will come from foreign sales. Businesses without an international business perspective are likely to fail as we move into the 21st century.

International Business Programs

Many community colleges are offering a variety of international courses and programs. These courses are being designed to provide students with perspective, skills, and competencies needed to function effectively in domestic and international, private and public sector organizations. These programs provide the student with the knowledge of the specialized global market environment, an understanding of foreign cultures, and the intercultural dimensions of the global market. The philosophy underlying the development of international education activities within community colleges is best reflected by Chancellor Bill Stewart (1991) "community colleges in particular have a tremendous role to play in internationalizing the curriculum and providing experiences for staff and students."

"To compete in the global marketplace, focused education and retraining of both management and labor is needed to prepare companies for today's competitive world" (Enen, 1992). Community colleges need to be providing the international programs and courses to attract people considering a career change, looking for work, or for those who simply want to learn more about global business. Building the international business program can take several years. As courses are developed, it should be kept in mind how the course could be adapted for seminars or short-course format to satisfy the needs for continuing education within the business community. In addition, businesses who are involved in international trade are often seeking courses to train their employees. Often these businesses are interested in having on-site international business and marketing courses for their employees.

Unfortunately, most educational institutions do not provide adequate training for instructors who are asked to teach international business courses. The instructor's role is to close the gap between what students know when they enter the course and the skills and knowledge that those students must possess to perform the job for which they are being trained for.

Curriculum Development

Curriculum development focuses on the content and areas related to it. The process involves identifying the major topics to be presented, how the teacher plans to deliver the content, and how to monitor the instruction. Specific questions that support curriculum development include:

Planning - What do students need to know? Why do they need to know it? What is important to teach? After instruction, what questions should the student be able to ask and answer?

Instructional Delivery - What is the best and most efficient way to present the material? How will learners most effectively learn the materials?

Lesson Monitoring - How do I know if the learner is learning? What must the students do to demonstrate that they have an understanding of the material?

Preparing to Teach - Preparing to teach requires the greatest amount of time and commitment during the first few months of a new course. Each time a class is scheduled, the instructor must prepare the lesson plan, visuals, facilities, instructional materials, and must perform a host of other tasks. Unless the instructor is properly prepared, they may leap from crisis to crisis. It is imperative that instructors engage in a thought process so as to make appropriate decisions about the strategies that will deal effectively with the instructional needs of all students. Learning does not take place in the same way and in the same time frame for all students. Standardized curricula, course syllabi, and teaching from textbooks are simply no longer sufficient for delivering instruction in an era of heightened expectations, specified performance outcomes, and concern for the individual's learning needs.

Common traits often identified of effective instructors include:

- Focus on the performance outcomes expected from the instruction.
- Have a genuine concern for and interest in learners.
- Maintain high expectations of learners and themselves.
- Have a deep commitment to teaching excellence and professional growth.
- Have subject matter expertise.
- Are enthusiastic, energetic, and possess excellent communication and human relations skills.
- Understand the importance of developing thinking skills in learners and the transfer of learning to other institutions.
- Actively engage learners in lessons.

Instructor's Role - Effective instructors are vital to a successful educational program. Two competency areas are equally important to the teaching-learning process. They include technical competency and professional competency.

The technical competency includes the knowledge of the subject matter being taught and the skills involved in its application to effective teaching. An instructor's work experience increases credibility and provides examples that can be used to make instruction interesting and meaningful. Instructors must make a continuing effort to maintain a high level of competency through additional study and experience with the subject matter they are assigned to teach.

The professional competency may be conceptualized in three ways. The first way is by instructional planning. This planning involves identifying the content areas for a specific course. Identification of the skills and knowledge to be acquired by the learner is critical. After the skills and knowledge have been identified for a given area, the instructor can begin to focus more directly on the units and lessons to be delivered and the objectives that should be taught.

No educator would question the need for teaching to some objective or outcome. An effective instructor clearly understands what the student should be able to do as a result of the instruction. Well stated objectives (often referred to as outcomes) meet two needs. First, they communicate the purposes of instruction. Second, they affirm the need for evaluation of instruction. The arrangement of processes and content into instructional sequences flows naturally from well-stated objectives or outcomes. Any discussion of systematic instructional design includes development of performance objectives.

Properly stated performance objectives need to be monitored to determine if the objectives have been attained. Objectives clearly tell students what is expected of them, and enables them to monitor their own learning and recognize their learning needs. After the objectives have been identified, learning activities that lead to achievement of the outcomes, and evaluation procedures that assess the extent to which the students have mastered the outcomes must be completed.

After the instructor has planned the course of instruction, the plan can then be delivered. The plan may involve direct presentations (lecture, demonstration, assigned reading), laboratory related activities, or engage in a variety of other activities to support the plan. The instructional evaluation involves the teacher assessing to what extent the students have met the specified objectives for the course.

Designing the Curriculum - Given the need to design, update, refine, or expand a course, the instructor needs appropriate resources to design the curriculum. In addition, the instructor needs to be aware of the best learning techniques to enable students to understand and apply what is being taught. Stages to designing the curriculum include:

1. Analysis of needs, goals, and priorities.
2. Analysis of resources.
3. Determining the course objectives.
4. Preparing lesson plans for each unit.
5. Developing materials for each unit.
6. Developing activities for each unit.
7. Delivering the unit.
8. Teacher evaluation.
9. Summative evaluation.

Sample International Business Program Course Outlines

Currently there are over 75 community colleges in the United States that are offering international business associate degree programs, certificates, or course offerings. In addition, a great number of these institutions have developed workshops and seminars that are offered on campus, along with offering on-site to business and industry. Of those institutions indicating course offerings or courses to be offered, the following courses were listed most frequently:

Selected Courses:

International Business
International Finance
International Marketing
International Trade Documents
International Transportation and Distribution
Principles of Importing
Principles of Exporting
World Cultures for International Business
World Geography for International Business

As a result of these courses listed most frequently, and courses that provide a foundation to integrate some international business awareness in existing courses, the following "sample" outlines are provided. It is important to remember that not all community colleges will be able to develop an international business associate degree or certificate program. Therefore, it becomes even more important for these colleges to consider integrating the international business concepts into existing courses. Although graduates from community colleges may never be employed in any type of international business, it is imperative that they have an understanding of the dimensions of international business in order to be knowledgeable about the environment.

The "sample" outlines that follow include a course description, objectives, course outline by topic, and a list of related resources to assist with curriculum development. The "sample" outlines provide a foundation to assist the teacher in further developing the course as it relates to their individual community college needs. An additional resource list is provided that includes state government agencies, international organizations, international private sectors, federal government agencies, and additional periodicals to assist the teacher in the development of international business courses.

References

Bowsher, J. E. (1989). Education america - Lessons learned in the nation's corporations. New York: John Wiley & Sons, Inc.

Carnevale, A. P. (1991). America and the new economy: How competitive standards are radically changing the american workplace. San Francisco: Jossey-Bass.

Enen, J. (1992). Education leads trade: Competing in the global economy. Dallas: ENEN Group.

Odenwald, S. B. (1993). Global training - How to design a program for the multinational corporation. American Society for Training and Development. Homewood, IL Business One Irwin.

Stewart, B. F. (1991, Spring). International education: Special feature. Community Colleges for International Development Newsletter, p. 2.

International Business

I. Course Description

This course is an introduction to the environment, concepts, and basic concepts involved in international business. Why international business takes place, what advantages accrue to firms operating internationally, and what makes the business different from domestic operations are presented. Basic terminology of the international business environment and professional and governmental organizations affiliated with world trade will be provided.

II. Course Objectives

1. Familiarize students with international business and the environment in which it functions.

2. Promote an awareness of the interrelationships among the world's economies.

3. Develop an understanding of how different cultures, economies, politics, and social variables impact international business.

4. Describe the dynamics behind multinational enterprises, why companies go abroad, the particular problems or risks encountered, and the incentives or advantages of operating abroad.

III. Course Outline

1. Overview of International Business
2. Global Economy
3. International Business Organizations
4. Documentation, Shipping and Regulatory Considerations
5. Marketing Products and Services
6. Identifying International Suppliers and Representatives
7. International Finance
8. International Politics and Legal Issues
9. Business Customs and Practices
10. International Negotiations
11. Regional Market Groups

IV. Resources

Czinkota, M., & Ronkainen, I., & Moffett, M. (1994). International business (3rd ed.). Dryden Press.

Daniels, J. D., & Radebaught, L. H., (1994). International business environment and operations. Redwood City, CA: Addison-Wesley Publishing Company.

Gordon, L. W. (in process). International business procedures. New York, NY: Delmar Publishers, Inc.

Robock, S., & Simmonds, K. (1989). International business and multinational enterprises (4th ed.). Homewood, IL: Business One Irwin.

Wells, L. F., & Dulat, K. B. (1991). Exporting from start to finance (2nd ed.). Novato, CA: McGraw-Hill Book Company.

International Trade Documents

I. Course Description

Studies the documentation and legal procedures to be followed in doing business across international borders. In addition the methods of structuring, negotiating, processing letters of credit, cost and fees will be presented. The foreign trade data and other U.S. government laws and regulations that affect the flow of goods will also be reviewed.

II. Course Objectives

1. Provide a basic overview of the import and export documents used in international trade.

2. Provide an overview of import and export documentation.

3. Understand and complete the appropriate documentation for successful import and export shipments.

4. Understand the effective methods of international payments.

III. Course Outline

1. How to Import/Export Products
2. Special Custom Procedures
3. International Trade Documents
4. International Quotations
5. Export Controls and Regulations
6. Letters of Credit and Drafts
7. Packaging

IV. Resources

Daniels, J. D., & Radebaught, L. H., (1994). International business environment and operations. Redwood City, CA: Addison-Wesley Publishing Company.

Kruzel, S. L., & Reynolds, F (1992). International studies: Import/export procedures. Cincinnati, OH: South Western Publishing Company.

Lynch, D. P. (in process). International trade documents and regulations. New York, NY: Delmar Publisher, Inc.

Export Documentation, (1993). International Trade Institution, Inc., Dayton, Ohio.

Export Letters of Credit and Draft, (1994). International Trade Institution, Inc., Dayton, Ohio.

Import Documentation and Procedures, (1989). UNZ, Jersey City, New Jersey.

Export Documentation Procedures and Terms of Sale, (1994). UNZ, Jersey City, New Jersey.

Export Control Issues, (1993). International Trade Documentation Series. UNZ, Jersey City, New Jersey.

National Council on International Trade and Documentation, 350 Broadway, Suite 205, New York, NY 10013

International Transportation and Distribution

I. Course Description

Students are introduced to export and import transactions, and the ocean, land, and air freight procedures. Transportation and documentation of foreign bound and incoming cargoes are analyzed. An awareness of documents relating to insurance, air and ocean freight strategies, bills of lading, packing, claims, routing and the regulations and procedures that affect them are presented.

II. Course Objectives

1. Gain a knowledge of the complexity of export activities.

2. Develop an understanding of the documents, procedures, and techniques that accompany international transactions.

3. Understand the services of a customs brokerage and a freight forwarder.

4. Describe transportation options and their rate structure.

III. Course Outline

1. Introduction to International Transportation
2. International Trade Documents
3. Comparison of Surface and Air Transportation
4. Insurance
5. Export Packaging
6. Export Controls and Regulations
7. Logistics

IV. Resources

Skurulis, J. V. (in process). International transportation and distribution. New York, NY: Delmar Publishers, Inc.

Chilton's Distribution: The Transportation and Business Logistics Magazine, Chilton Way, Radnor, PA 19809

Council of Logistics Management - Resource Library

Freight Forwarder or Customs Brokers Association

U. S. Department of Commerce, 14th Street & Constitution Avenue, NW, Washington, DC 20230

U.S. Customs Service, 1301 Constitution Avenue, NW, Washington, DC 20229

International Marketing

I. Course Description

Assist students in understanding international marketing opportunities and how marketing principles and procedures apply to international business. Study of international marketing principles and practices for import and export, tourism, banking, and other industries involved in international business. Includes import and export documentation, transportation, pricing, trade shows and other skills necessary in international marketing.

II. Course Objectives

1. Orient students about the role of international marketing in the past, present, and future.

2. Understand competition as it relates to marketing research activities.

3. Understand the communication tools that facilitate the interaction between agencies and customers.

4. Identify promotional efforts that are part of international marketing communication.

5. Identify the services that impact environment considerations such as cultural influences, political and legal influences, and regulatory concerns.

III. Course Outline

1. International Marketing Perspective
2. Importance of World Trade
3. Managing the International Marketing Mix
4. International Product Adaptation
5. International Communications - Journals, Mail, Trade Fairs, Sales
6. Planning International Promotional Campaigns
7. International Marketing Services

IV. Resources

Connolly, S. G. (1987). Finding, entering, and succeeding in a foreign market. Englewoods Cliff, NJ: Prentice-Hall Inc.

Dahringer, L., & Muhbacher, H. (1991). International marketing: A global perspective. Homewood, IL: Irwin Press.

Sheth, J. N., & Eshghi, A. (1989). Global marketing perspectives. Cincinnati, OH: South Western Publishing Company.

Wiklund, E. (1987). International marketing strategies: How to build international market share. Novato, CA: McGraw-Hill Book Company.

International Trade Finance

I. Course Description

Principles and practices of financial activities within international markets. Students will learn about letters of credit, drafts and other banking documents used in foreign commerce. They will also examine foreign exchange rates, financing of international trade, methods of reducing financial risk, and services provided by an international banker.

II. Course Objectives

1. Understand international financial transactions.

2. Describe alternative methods of international payment.

3. Understand letters of credit and the steps required to obtain and maintain credit.

4. Identify local, state, and federal sources of export finance and federal guarantees of export transactions.

II. Course Outline

1. The Multinational Corporation and its International Environment
2. International Monetary System
3. Foreign Exchange Market
4. Foreign Exchange Risk Management
5. Political Risk Management
6. International Banking
7. Import and Export Financing
8. Government Trade Finance-Assistance Organizations

IV. Resources

Eiteman, D. K., & Stonehill, A. I. (1986). Multinational business finance (4th ed.). Redwood City, CA: Addison-Wesley Publishing, Company.

Venedikian, H. M., & Warfield, G. A. (1991). Export-import financing (3rd ed.). New York, NY: John Wiley and Sons, Inc.

Wells, L. F., & Dulat, K. B. (1991). Exporting from start to finance (2nd ed.). Novato, CA: McGraw-Hill Book Company.

A handbook on financing U.S. exports. MAPI, 1200 18th Street, NW, Washington, DC 20036

Financing small business. Small Business Reporter Series, Bank of America, Department 3120, P.O. Box 37000, San Francisco, CA 94137

Steps to small business finance. National Federation of Independent Business, 150 West 20th Avenue, San Mateo, CA 94403

Export-Import Bank of the United States, 811 Vermont Avenue NW, Washington, DC 20571

Overseas Private Investment Corporation (OPIC), 1615 M Street NW, Washington, DC 29527

World Culture and Geography for International Business

I. Course Description

This course is designed to heighten cultural awareness through an understanding of how relationships impact successful business operations. The impact of geography, history, religion, political environments, trade patterns, customs and cross-cultural communications are emphasized. In addition a review of the locations, characteristics and interrelationships of cities, nations, and regions in the world are examined. Students have an opportunity to gather information through map and globe interpretation and use of an atlas in identifying trade areas.

II. Course Objectives

1. Discuss the ways in which cultural differences affect communications between individuals, business correspondents, organizations, and governments.

2. Describe cultural components and how they differ among cultures.

3. Describe the effects of cultural differences on doing business with different cultural groups.

4. Discuss the cultural and general demographics of major countries.

5. Understand ways in which knowledge of cultural demographics may affect decisions regarding international business and travel.

III. Course Outline

1. Basics of Culture
2. Cultural Components
   a. Language
   b. Religion
   c. Values
   e. Family
   f. Geography
3. Cultural Roles in Business
4. Selected Geographical Locations
   a. Geography and Trade Patterns
   b. Demographics
   c. Cultural Components
   d. Government
   e. Environment Issues

IV. Resources

Axtell, R. (1990). Do's and taboos around the world. New York, NY: John Wiley and Sons, Inc.

Terpstra, D. V. (1992). The cultural environment of international business (3rd ed.). Cincinnati, OH: South Western Publishing Company.

ADDITIONAL RESOURCES

State Government

1. **Alabama**, Alabama Development Office, State Capitol, Montgomery, AL 36130

2. **Alaska**, Governor's Office of International Trade, 3601 C Street, Suite 798, Anchorage, AK 99503

3. **Arizona**, Department of Commerce, International Trade Division, Capitol Tower, 1700 West Washington Street, Phoenix, AZ 85007

4. **Arkansas**, Industrial Development Commission, Marketing Division, One State Capitol Mall, Little Rock, AR 72201

5. **California**, California World Trade Commission, 1121 L Street, Suite 310, Sacramento, CA 95814

6. **Colorado**, Office of Economic Development, International Trade Office, 1625 Broadway, Suite 650, Denver, CO 80202

7. **Connecticut**, Department of Economic Development, International Division, 210 Washington Street, Hartford, CT 06106

8. **Delaware**, Delaware Development Office, World Trade Section, 820 French Street, Wilmington, DE 19801

9. **District of Columbia**, Office of International Business, 1250 Eye Street NW, Suite 1003, Washington, D.C. 20005

10. **Florida**, Bureau of International Trade and Development, Department of Commerce, 107 West Gaines Street, Tallahassee, FL 32299

11. **Georgia**, Georgia Department of Industry and Trade, Trade Division, 230 Peachtree Street NW, #650, Atlanta, GA 30303

12. **Hawaii**, International Service Branch, Department of Business and Economic Development, P. O. Box 2359, Honolulu, HI 96804

13. **Idaho**, Idaho International Business Development Division, 700 West State Street, Boise, ID 83720

14. **Illinois**, Department of Commerce and Community Affairs, International Division, State of Illinois Center, Suite 3-400, 100 West Randolph Street, Chicago, IL 60601

15. **Indiana**, International Trade Division, One North Capitol Street, Suite 700, Indianapolis, IN 46204

16. **Iowa**, Department of Economic Development, International Trade, 200 East Grand Avenue, Des Moines, IA 50309

17. **Kansas**, Department of Commerce, Trade Development Division, 400 SW 8th Street, Suite 500, Topeka, KS 66603

18. **Kentucky**, International Marketing Division, Kentucky Commerce Cabinet, Capitol Plaza Tower, 24th Floor, Frankfort, KY 40601

19. **Louisiana**, Office of International Trade, Finance & Development, P. O. Box 9185, Baton Rouge, LA 70804

20. **Maine**, Maine World Trade Association, 77 Sewell Street, Augusta, ME 04330

21. **Maryland**, Maryland Office of International Trade, World Trade Center, 7th Floor, 401 East Pratt Street, Baltimore, MD 21202

22. **Massachusetts**, Massachusetts Office of Trade and Investment, 100 Cambridge Street, Suite 902, Boston, MA 02202

23. **Michigan**, Michigan Export Development Authority, P. O. Box 30017, 4th Floor, North Ottawa Building, Lansing, MI 48909

24. **Minnesota**, Minnesota Trade Office, 1000 World Trade Center, 30 East 7th Street, St. Paul, MN 55101

25. **Mississippi**, Department of Economic Development, Marketing Division, P. O. Box 849, Jackson, MS 39205

26. **Missouri**, Department of Economic Development, International Business Division, P. O. Box 118, Jefferson City, MO 65102

27. **Montana**, Business Assistance Division, Department of Commerce, 1424 9th Avenue, Helena, MT 59620

28. **Nebraska**, Department of Economic Development, P. O. Box 94666, Lincoln, NE 68509

29. **Nevada**, Nevada Commission on Economic Development, Capitol Complex, Carson City, NV 89710

30. **New Hampshire**, New Hampshire Small Business Development Center, International Trade Association, 400 Commerce Street, Room 311, Manchester, NH 03101

31. **New Jersey**, Department of Commerce, Energy & Economic Development, Division of International Trade, 100 Mulberry Street, Gateway 4, 10th Floor, Newark, NJ 07102

32. **New Mexico**, Trade Division, 1100 St. Francis Drive, Santa Fe, NM 87503

33. **New York**, State Department of Economic Development, Division of International Commerce, 1515 Broadway, New York, NY 10036

34. **North Carolina**, North Carolina Department of Commerce, 430 North Salisbury Street, Room 2056, Raleigh, NC 27611

35. **North Dakota**, Economic Development Commission, Liberty Memorial Building, Bismarck, ND 58505

36. **Ohio**, Ohio Department of Development, International Trade Division, P. O. Box 1001, Columbus, OH 43266

37. **Oklahoma**, Oklahoma International Export Service, 6601 Broadway Extension, Oklahoma City, OK 73116

38. **Oregon**, Economic Development, International Trade Division, One World Trade Center, Suite 300, 121 SW Salmon, Portland, OR 97204

39. **Pennsylvania**, Bureau for International Development, Forum Building, Room 489, Harrisburg, PA 17120

40. **Puerto Rico**, Program of Foreign Trade, P. O. Box S-4275, San Juan, PR 00905

41. **Rhode Island**, Department of Economic Development, Marketing Division, 7 Jackson Walkway, Providence, RI 02903

42. **South Carolina**, State Development Board, International Division, P. O. Box 927, Columbia, SC 29202

43. **South Dakota**, Governor's Office of Economic Development, Foreign Trade Division, Capitol Lake Plaza, Pierre, SD 57501

44. **Tennessee**, Office of Export Trade Promotion, 320 6th Avenue North, 7th Floor, Rachel Jackson Building, Nashville, TN 37219

45. **Texas**, Department of Commerce, Office of International Trade, P. O. Box 12728, Austin, TX 78711

46. **Utah**, International Division, Department of Economic Development, 6150 State Office Building, Salt Lake City, UT 84114

47. **Vermont**, Agency for Development and Community Affairs, International Trade Division, 109 State Street, Montpelier, VT 05602

48. **Virginia**, Department of World Trade, 6000 World Trade Center, Norfolk, VA 23510

49. **Washington**, Department of Trade, 312 First Avenue North, Seattle, WA 98109

50. **West Virginia**, International Division, Governor's Office of Community and Industrial Development, 146 State Capitol Complex, Room M, Charleston, WV 25305

51. **Wisconsin**, Wisconsin Department of Development, Bureau of International Trade, 123 West Washington Avenue, P. O. Box 7970, Madison, WI 53707

52. **Wyoming**, International Trade Office, Herschler Building, 3rd Floor, East Cheyenne, WY 82002

In addition, many universities and colleges have centers for international trade, or international programs departments that offer opportunities to obtain information on specific nations. Also, chambers of commerce from many cities maintain international business files as well as information on nations doing business with firms in their jurisdiction.

International Organizations

1. **The United Nations** (UN), New York, NY 10017--Organization that provides useful information, brochures, and reports for firms interested in international trade

2. **The World Bank**, 1818 H Street, NW, Washington, D.C. 20433--International bank that lends funds, provides advice, and seeks international investment in developing countries

3. **The Organization of Economic Cooperation and Development** (OECD), 2001 L Street, NW, Suite 700, Washington, D.C. 20036

Private Sector

1. **International Chamber of Commerce** (ICC), 38, Cours Albert, 1 er, 75008 Paris, France--Worldwide business organization that represents 7,500 companies in 100 nations

2. **American Association of Exporters and Importers** (AAEI), 11 West 42nd Street, New York, NY 10036--Organization that offers expertise on a wide range of trade matters in the global arena

3. **The Federation of International Trade Associations** (FITA), 1851 Alexander Bell Drive, Reston, VA 22091--Organization that promotes trade and U.S. exports through a network of businesses engaged in export

4. **World Trade Centers Association** (WTCA), One World Trade Center, 55th Floor, New York, NY 10048--Organization of 160 World Trade Centers that provide publications and on-line data for members seeking international trade information

5. **The National Council on International Trade and Documentation** (NCITD), 350 Broadway, Suite 205, New York, NY 10013

6. **National Customs Brokers and Forwarders Association of America** (NCBFAA), One World Trade Center, Suite 1153, New York, NY 10048--Organization that provides its membership with a directory of freight forwarders and customs brokers

7. **National Association of Export Companies** (NEXCO), 71 Murray Street, New York, NY 10007--Organization that sends inquiries from businesses seeking export opportunities to member firms

8. **The Chamber of Commerce of the United States**, 1615 H Street, Washington, D.C. 20062--Organization that provides information as basic as getting started in business to information on expanding into the world market

Federal Government

1. **Small Business Administration** (SBA), 1441 L Street NW, Washington, D.C. 20416--Government agency that serves U.S. businesses interested in international trade through its Office of International Trade

2. **U.S. Department of State**, 2201 C Street NW, Washington, D.C. 20520--Government agency that provides the primary source of foreign information for the federal government

Periodicals

1. **Business America**--The Magazine of International Trade, U.S. Department of Commerce International Trade Administration, 14th and Constitution Avenue, NW, Washington, D.C. 20230

2. **Business Week**--McGraw-Hill Publications, Inc., 1221 Avenue of the Americas, New York, NY 10020

3. **Export Today**, SIRCO International, 733 15th Street NW, 7th Floor, Washington, D.C. 20005

4. **Interchange: The Bi-Monthly Journal of International Trade**--Applied Management Systems, International Systems, P. O. Box 1504, South Pasadena, CA 91030

5. **International Business Review**--U.S. Chamber of Commerce, Publications Fulfillment, 1615 H Street NW, Washington, D.C. 20062

6. **International Trade Journal**--Laredo State University, Institute of International Trade, West End Washington Street, Laredo, TX 78040

7. **Nation's Business**--U.S. Chamber of Commerce, Publications Fulfillment, 1615 H Street NW, Washington, D.C. 20062

8. **US Export Weekly: International Trade Reporter**--Bureau of National Affairs, 1231 25th Street NW, Washington, D.C. 20037